**Grades 6-12 ELA Lesson Plan**

**Teacher:** Mr. Wright/ Ms. McMillan **Grade/Course:** 7th Grade **Date:** Mon. 9/10/12

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| **Unit Title:**  Two Sides of Every Story   * Strength and Voices | | **Unit Task #1:** Students will read and analyze various texts based on the Vietnam War.Using the information from the texts, students will have a choice of creating a Found Poem or a Poem for Two Voices that portrays the different viewpoints of the Vietnam War |
| **Unit EQ(s):** | * How do different authors portray the same historical events or time periods in different ways? * How do different authors writing about the same topic shape their presentations of topics? * Why is it important to study historical events from a variety of perspectives? | |
| **Essential Vocabulary** | **Vietnam War-** Cold War-era military conflict that occurred in Vietnam, Laos, and Cambodia from November 1, 1955 to the fall of Saigon on April 30, 1975.  **Audience-**the person or group for whom a selection is written or performed  **Bibliographic information-**sources consulted by a writer while conducting research  **Credible Source-**a source that is worthy of confidence or belief  **Historical Account-**a written work containing text based on history  **Key Event-**the single most important event in a narrative piece | |
| **Materials/Resources** | Found Poems, Notes from previous Classes | |
| **Activating Strategy/ Bell Ringer** | Take out  notes from Friday and the three selections.  Add to your list of meaningful words that come to mind and that you are considering for your poem.  What is your proposed topic and viewpoint for your “Found Poem”?  Think about your words: Do they represent your viewpoint? (10 mins) **Think**-Pair-Share | |
| **Balanced Literacy Components Addressed:**   * ⁯Reading * ⁯Word Study * ⁯Writing * Speaking and Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | ***Power Standards***  **RL 7.9:** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  **RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  **SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally and explain how the ideas clarify a topic, text, or issue under study.  **L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  ***Supporting Standards***  **W.7.9** **Draw evidence from literary or informational texts to support analysis, reflection**, and research.  **L.7.4. A-D** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  **I Can Statements: - I can choose important words and phrases from the texts I have read about the Vietnam War, and create a poem.**  **Instructional Plan(**35 mins)**:**  Think-**Pair-Share**: Allow students time to share their word list and proposed topic and viewpoint with a partner to share feedback and generate additional ideas. Pre-select a few students to share their ideas with the class to set the tone for the expected finished product. (5 mins)    **“Brain Dump” Charts:** Set up three to four pieces of chart paper in different locations in the classroom. Each chart should have one of three different titles read about the Vietnam War (Stop the Sun, Vietnam Veterans Against the War, Memories of a South Vietnamese Paratrooper.) After partners have met and shared words, viewpoints, and ideas, assign pairs to different charts to “dump” their words onto the chart paper (writing large enough for students in see from desks/use markers). After all words have been dumped, have students return to their seats. Teacher and students, together, will go through each chart. Using their red-yellow-and green “understanding cards”, students will visually show their understanding of each word’s meaning. After going through all of the words, students may choose to revise their list based on new words shared and learned. Students are now ready to begin creating their poems.  **Drafting (independent):** Arrange these words or phrases in a pleasing and meaningful way to make a poem.  **Partner Feedback:**  Share your poem draft with your partner. After your partner reads the poem, ask him/her to give feedback on the presentation of the words and what viewpoint your poem shares. Discuss any options for changes. (partner)  **Final Versions:** Based on feedback/discussion, write your final Found Poem. As time permits, add illustrations that also reflect your viewpoint. (independent)   * **Found Poem (Independent Work):**  Using the texts, presented, students will create a Found Poem. A Found poem is made up of words or phrases from something that is read. It uses someone else's words, (the words in texts) but in a new way. Students will choose important words and phrases from the texts they have read about the Vietnam War, and create a poem with these words.   Guide students in creating Found Poems that address the various views of the Vietnam War. * **Step One** Review the texts that have been read. (Model) * **Step Two** Choose 10 main key words or phrases that describe how you see a viewpoint represented or addressed. (After words are chosen, pair share with a partner explaining why they chose come of the words they have selected) - Think-Pair-Share * **Step Three** Arrange these words or phrases in a pleasing and meaningful way to make a poem. Write or type your poem. Illustrate your poem with drawings or pictures or put it into a multimedia presentation. (Model, independent) * **Step Four** Students will write a response to how they see the various viewpoints on the Vietnam War.   \*Optional: From the words students have used to create their Found Poem, have students define each of the words and add them to their vocabulary journal. Next, allow students to design a wordle picture using [www.wordle.com](http://www.wordle.com). (15 mins) | |
| **Closing/Summarizing Strategy** | **Share finished Product:** Allow volunteers (or preselect students) to present their found poems to the class. Lead students in a brief discussion based on the poems that were presented. Discuss viewpoints, their choice of words, their responses to each viewpoints. **(**10 mins)  \*If finished early, allow students to independently read a book selection of their choice. | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| * Students will select a song that reflects the viewpoint in the Found Poem. | * Provide audio copies of readings to allow for additional reads if needed * Monitor student progress on task * Write words on cards to easily manipulate word order | * Use of language dictionary * Write words on cards to easily manipulate word order |
| **Assessment(s)** | Final poem product, red-yellow-green cards (for vocab understanding) | | |
| **Reflection** |  | | |